PEOPLE, GENDER AND HUMAN RIGHTS[[1]](#footnote-1)

**SPEAKING AND VOCABULARY** 

***SESSION 1***

1. ***Describing pictures…***

What do we mean by Gender? What are human rights?

1. Watch the video: <http://www.youtube.com/watch?v=f506lCk6Tos>

Describe location, people and actions

Give your opinion about Malala

***SESSION 2***

1. ***Describing pictures…***

Work in pairs. Look at the pictures, compare and contrast them following STEPS 1, 2 and 3.



**STEP 1: Describe both photos.**

**Who** are the people in the photos? Describe them.

**Where** are they?

**What** do you think they are listening to?

On the left we can see… and on the right we can see…

I think/believe that they are in………..…. and they are listening to……….…

**STEP 2 - Compare and contrast the photos**

*Both photos show....................... but photo A is different from photo B because in photo A we can see....................... and in photo B we can see.......................*

***SESSION 3***

1. [***What are your human rights?***](http://www.youthforhumanrights.org/what-are-human-rights/human-rights-defined.html)

* In groups, answer the above question.

For further information: <http://www.youthforhumanrights.org/>

* Complete this sentence:

*It doesn’t matter your … (skin colour, your religion, your gender…)*

1. ***NO Segregation****:* http://www.youtube.com/watch?v=ubbi-6X0oxI

Look at the picture (min. 0.36) and answer the following questions:

1. What can you see?
2. What are they doing?
3. Where are they?

New words: Before watching the rest of the video try to explain the following words:

* Equality, segregation, to be allowed to give your own opinion.

**SESSION 4**

1. **VOCABULARY**

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**DISCRIMINATION**: an unfair difference in treatment; denying equal rights to certain groups of people. Example: That company hires people without *discrimination.*

Types: Age discrimination; racial discrimination, [Disability discrimination](http://en.wikipedia.org/wiki/Disability_discrimination), Racial discrimination, Regional or geographic discrimination, [*Religious discrimination*](http://en.wikipedia.org/wiki/Religious_discrimination); Sexual/gender discrimination

Discrimination against… people with disabilities/women/

**EQUAL**: having the same status, rights or opportunities as another or others. Example: Both the girls have an *equal* chance to enter the tennis competition.

1. **STOP** **Discrimination:** http://www.youtube.com/watch?v=jbR7d\_QGrZM

Watch the video and complete the task

#### **VISUAL INTERPRETATION (PHASE 2)**

1. **Understands** **messages**, **main ideas** and supporting **details**
2. “Describe the video using your own words.” What can you see? (What ”, “Who”, “Where”, “When”)

It is video about ….

I can see…

1. **“What do you think** the video **is trying to tell you**? **Why?** Give examples to support your opinion.

In my opinion, the video is trying to tell me that I/we…

1. Describe what you **feel**.

When I see this picture I feel…. sad, compassionate, willing to help, etc.

1. Word matching: Match words from the text with synonyms, antonyms or definitions;

We are all equal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What different types of discrimination can you identify? (min. 0.51)
2. Recognizes **basic conventions**

* Identify the **type** of **visual text**:

*“It’s a political campaign/ an advertising campaign*

* Briefly describe the **layout** (colours, sound effects and music, body language, special effects, costume, etc.)

“**Why do you think the author drew those characters**? What is the effect?”

* Identify its **purpose** “**Why has this text been created**? What are so**me features that make you think this**?”

*The speaker/author wants us to…*

* Identify its **audience.**

“**Who is the audience** of this poster? How do you know?”

**Who is the message targeted at**? Give reasons for your answer.

*Anyone/Children/Teenagers/Adults….. because of the title, the objects…*

1. **Identifies** **ideas, opinions and attitudes** in the texts/makes **connections with own experiences and attitudes**
2. “Using information provided in the text, if you wanted to help protect people who suffer from discrimination in your school/country, what could you do?”

**STEP 3 – Personal opinion**

How would you describe their mood?

*In my opinion they look…*

*Personally, I think they look…*

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1. Write the missing adjectives.

|  |  |
| --- | --- |
| **People and things** | **Feelings** |
| fascinating |  |
|  | confused |
| inspiring |  |
|  | shocked |
| embarrassing |  |
|  | disappointed |

1. Listen to the words. Underline the stressed syllable in each pair. Then listen again and repeat.
2. Write three sentences about your life using the adjectives in exercise 2.

*I had an extremely embarrassing experience when I started my first job.*

**WRITING** 

1. **Write** down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

**SPEAKING AND VOCABULARY** 

1. Work in pairs and **discuss** these questions.
2. How much influence do parents and older family members have in your culture?
3. Are famous people important role models in your country? Do you think they influence people’s lives?

🎧**LISTENING**👂

1. Listen to four people. Who influenced them?

**1** Martin, Czech Republic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2** Eva Maria, Switzerland \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3** Abdul, Saudia Arabia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4** Erica, Italy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Work in pairs. **Tell** your partner about a **member of your family or a friend**. **Make three general statements and give specific examples**.

*I’m going to talk about my brother/uncle/ sister…. His/Her name is…*

*He/She has a very … personality.*

*He/She has always encouraged me to …*

*He/She was a big influence on my life because …*

*He/She taught me lots of stuff about …*

*He/She helped me with …*

*We used to … and stuff like that.*

**WRITING** 

1. Now, write a text describing the person you were talking about in exercise 4

(60-80 words).

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EXAMPLES (oral transcripts)

**Martin, Czech Republic** I’m going to talk about my parents who really influenced me a lot in my career, in my goals for all this stuff, what I intend to do, because they always pushed me and helped me if I had some problem or stuff. Also because they reached, I guess, really, really high goals and they are really important people in my, my country. So …I feel like, I wanna be as them, you know …

**Eva, Swizerland.** My aunt I think, had an importance influence on my life because … we’re in some way very similar and it’s very interesting to talk to her how it was to … to grow up, to go through these kind of difficult years you have growing up and it’s very interesting to have a perspective of a person that’s 20 years older than you, not only your friends that go through the same experience at the same time. We spent a lot of time together, just doing anything, just going out and see exhibitions and just stuff like that.

**Abdul, Saudi Arabia.** I can remember one of my teachers at university. He pushes me to do the practical part of computer science, because my major is computer science, er, rather than focusing just on the theoretical part of this knowledge, so I started to program or to practise the real environment of programming.

**Erica, Italy.** One of the person that most influenced my life I can say was a friend of mine that I met many years ago when I was at university. And… she’s never been my best friend and definitely she’s not at the moment because I haven’t heard from her for ages, but she was very influential for … on my life because I think she taught me the best way to study at university.

1. Adapted from: <http://www.macmillanglobal.com/wp-content/uploads/2010/10/INT-Students-Book-Unit-2.pdf> [↑](#footnote-ref-1)